

IMPROVING LISTENING COMPREHENSION THROUGH AUTHENTIC MATERIALS OF GRADE XI STUDENTS

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Abstract

This research aimed at proving that the use of authentic materials which can improve the listening comprehension of grade XI students of MAN Tolitoli. The researcher employed pre-experimental design. It involved one class. It was selected by using cluster random sampling. The instrument of data collection was a test which was administered twice called pre-test and post-test. The result of data analysis showed a significant difference between the pre-test and post test. It was proved through testing hypothesis. By applying 0.05 level of significance and the degree of freedom (df) 24, the researcher found the value of t_{counted} (14.83) was greater than t_{table} (2.48). It could be concluded that, the use of authentic materials can improve listening comprehension of the grade XI students of MAN Tolitoli.

Key words: Improve; Listening Ccomprehension; Authentic Materials

INTRODUCTION

Listening is one of the abilities to identify and to understand what others are saying. It is also a complex activity. We can help students comprehending what they hear by activating their prior knowledge. We know that listening comprehension is one of the skills which play an important role in understanding the language. Students cannot communicate or speak in English without listening to it first. Many students cannot use English to communicate with the foreigners because they seldom listen to English in their daily life.

Listening is considered as an interaction between speakers and listeners in order to get the main purpose of the communication itself. Listening has often been called a passive skill. This is misleading because listening demands active involvement from the listeners. Rost (2002:21) defines, "Listening is an active process requiring participation on the part of the listener." Thus, listening does not mean only sitting quietly while another person does the

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speaking. It means that the listeners must interact with the incoming information in order to obtain meaning.

According to Brown and Yule (1983:99), there are several factors in listening process. Firstly, the listeners should be interested in a topic of what they are going to listen. The listeners may avoid the topic that is not interesting for them. The listener who is an active participant in a conversation generally has more understanding on the topic being discussed than a listener who is listening to a conversation on recorded materials. Furthermore, the ability to use negotiation skills such as asking for clarification, repetition or definition of points that he does not understand enables a listener to make sense of the incoming information. Secondly, the idiomatic language and reduced forms comprehension is more difficult. The extent to which the speaker uses these language forms has an impact in listeners' comprehension. Thirdly, the familiar content is easier to comprehend than the content with unfamiliar vocabulary. Furthermore, based on the preliminary research at MAN Tolitoli, the researcher found that there were some problems faced by the students, firstly most students in that school lack listening comprehension. These students were not accustomed to listening the real language produced by native speakers. By looking at the students problems, the researcher had to find out a suitable method for the students' in order to make them motivated and interested in learning English, particularly in listening subject. The researcher assumed that the students were unfamiliar with English sounds, for example, the accent and intonation of the English from native speaker made it difficult for students to catch the information and sometimes they misunderstand.

Based on the statement above, in solving the problems, there are many techniques that can be used to improve students' learning. The selection of media becomes one of the solutions considered by the teacher in solving the problems faced by students. The researcher preferred to use authentic materials as one of the media. According to Haines (1995:55), "Authentic material is written or spoken language which has been produced by native speakers rather than for foreign language learners. The materials that can be applied such as newspaper articles, tourist information leaflets, radio programs and real life conversation." It can help the students to become familiar with the target language. It is also supported by Breen (1985:63) who argues, "Implementing authentic materials in the classroom listening allows students to have immediate and direct contact with input data which reflect genuine communication in the target

language.” It means that authentic materials could stimulate the students’ knowledge with the real life context. The authentic materials can be used in the classroom and out of the classroom such as, conversation talks, songs, reports, and newspapers. The importance of authentic materials are that they can motivate the students and they connect with cultural information in real life context in the classroom and out of the classroom

Considering the importance of using authentic materials, the researcher conducted a research on the use of authentic materials to grade XI students of science major class of MAN Tolitoli. The research question was formulated “*Can the Use of Authentic Materials Improve Students Listening Comprehension of the Grade XI Students of MAN Tolitoli?*” The objective of this research is to find out whether the use of the authentic materials can be used as a technique in improving listening comprehension of the grade XI students of MAN Tolitoli or not.

METHODOLOGY

In conducting the research, the researcher used pre-experimental research design. It means that there was only one class. It was the grade XI students of MAN Tolitoli. The research was conducted based on one group pretest-posttest designed. In line with that, Ary, et al. (2002:303) maintains, “Pre-experimental designs do not have random assignment of subjects to groups or other strategies to control extraneous variables.” The explanation above means, in this research, there was only one class, namely the experimental group. It was one of the excellent classes of the science major of grade XI students of MAN Tolitoli. Therefore, the researcher decided to choose one of them, which was one-group pre-test-post-test design. The design recommended by Ary, et al (2002:304) is as follows:

$$Y_1 \quad X \quad Y_2$$

where:

X = treatment

Y₁= pre-test

Y₂= post-test

Gay (1992:124) defines, “The population is the group of interest to the researcher the group of she or he would like to results of the study to be generalizable.” Referring to this, the researcher took the excellent of the science major class grade XI students of MAN Tolitoli as

the population of his research. The total population was 76 students. They were divided into 3 classes. They were grade XI IPA¹, XI IPA² and XI IPA³. Each class consisted of 25 and 26 students. The total population is 76.

For details, the number of the students in each class can be seen in the following table:

Table 1: Population Distribution

No.	Grades	Number
1.	XI IPA ¹	25
2.	XI IPA ₂	26
3.	XI IPA ³	25
Total		76

Sugiyono (2010:215) defines, “Sample as a part of the amount and characteristic of the population.” In conducting the research, it is essential for the researcher to find out the sample of population in order to restrict the object of the research. However, Ary, et al. (2002:163) describe, “A sample is the small group that is observed.” Therefore, the researcher concluded that sample is a small number of population observed by the researcher.

In selecting the sample, the researcher used a cluster random sampling as a technique to determine the sample of this research. However, at MAN Tolitoli, there were three classes on every level. In the science major of grade XI, the classes were XI IPA¹ XI IPA² and XI IPA³. The step of the sampling was the researcher made some pieces of small paper, and then wrote the name of each class. After that, the small papers were folded and put in a glass. Then the glass was shaken thoroughly and dropped one of the papers. The name of class of the fallen paper was class XI IPA³ consisting of 25 students.

Variable becomes focus of research. Ary, et al. (2002:34) defines, “A variable is a construct or a characteristic that can take on different values or scores,” The dependent variable was the one that influenced by the independent variable. The independent variable was the one that influences or affects the dependent variable. Further Ary, et al. (2002:24) explains, “The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable.”

In this research, there are two variables namely independent variable and dependent variable. The independent variable of this research was authentic materials and dependent variable was the listening comprehension of the grade XI students of MAN Tolitoli.

In conducting this research, the researcher only used test as the research instruments. The tests are pre-test and post-test. The pre-test was used to measure the students' prior knowledge before the researcher gave treatment. The post-test was used to measure the students' achievement after the students got the treatment using authentic materials.

Test is the main instrument to gather data in this research. There were two kinds of test: pre-test and post-test. The pre-test was given before treatment while the post-test was given after the treatment. In scoring each part of the test, the researcher used the scoring procedure adapted from Kurikulum Tingkat Satuan Pendidikan (2006).

After the pre-test, the treatment was conducted to the experimental group. The researcher expected to improve the listening comprehension of the students by applying authentic materials for eight meetings.

Next, the researcher computed the individual score to analyze the gained data by using formula recommended. The researcher analyzed the data by using statistical analysis. It was used to analyze the test instruments results, which were pre-test and post-test.

To find out the ability of students, the researcher firstly computed the individual score by using the formula by Purwanto (2008):

$$NP = \frac{R}{SM} \times 100$$

where:

NP = student's score
 R = score obtained
 SM = maximum score
 100 = constant number

Then the researcher computed the mean score of students by using the formula purposed by Hatch and Farhady (1982:55) as follows:

$$\bar{x} = \frac{\sum x}{N}$$

where:

\bar{x} = mean scores
 $\sum X$ = value achieved

N = total number of students

After getting the mean score, the researcher computed the mean score of the deviation. The researcher used a formula proposed by Hatch and Farhady (1982:116) as follows:

$$S_D = \frac{\sqrt{\sum D^2 - (1/n)(\sum D)^2}}{n-1}$$

where :

S_D = standard deviation

$\sum D$ = the amount of square defense

n = number of students

The next step, the researcher computed the error standard by using formula proposed by Hatch and Farhady (1982:116) as follows:

$$S_{\bar{D}} = \frac{S_D}{\sqrt{n}}$$

where:

$S_{\bar{D}}$ = error standard

S_D = standard deviation

n = number of students

Then the researcher analyzed the data in order to know the significant difference or testing hypothesis by using t-count formula proposed by Hatch and Farhady (1982:117) as follows:

$$t = \frac{x_1 - x_2}{S_{\bar{D}}}$$

where :

t = volume of t-counted.

x_1 = the average of pre - test

x_2 = the average of post - test

$S_{\bar{D}}$ = error standard

If the value of t-counted is greater than the t-table, it means that, there is a significant difference between the score of pre-test and the score of post-test although the value of t-counted is negative.

RESEARCH FINDINGS

The researcher tested the experimental group twice before and after the treatment. In the first meeting, he conducted the pre-test to find out the students' comprehension in listening. After applying eight times of treatment, he gave the post-test to find out their improvement. By using the formula, the researcher calculated the result of the pre-test scores, post-test scores, and deviation scores of the experimental group.

In other words, after finishing the treatment, the researcher gave post-test to the students in order to measure whether the use of authentic materials improve the students' listening comprehension of grade XI students Tolitoli.

The mean score of the pre-test for the experimental group was computed by using formula as follows:

$$\begin{aligned}\bar{X}_x &= \frac{\Sigma x}{N} \\ &= \frac{1395}{25} \\ &= 55.8\end{aligned}$$

Then, the computation of the post-test mean score of the experimental group is as follows:

$$\begin{aligned}\bar{X}_y &= \frac{\Sigma y}{N} \\ &= \frac{2290}{25} \\ &= 91.6\end{aligned}$$

After getting the mean score of the pre-test and the post-test, the researcher continued to count the mean deviation and the square deviation. The result is presented in the following table:

Table 2: Experimental Group's Deviation on the Pre-test and Post-test

No	Initials	Pre-test (T1)	Post-test (T2)	Difference (D) T2 - T1	Difference Squared (D ²) D x D
1	AGS	85	100	15	225
2	ARN	45	90	45	2025
3	ADM	55	90	35	1225
4	DN	35	90	55	3025
5	FM	70	90	20	400
6	FI	55	85	30	900
7	FTA	45	85	40	1600
8	HRD	50	90	40	1600
9	ME	60	90	30	900
10	MAH	80	100	20	400
11	MA	75	95	20	400
12	MAK	60	85	25	625
13	MM	70	95	25	625
14	NCH	60	90	30	900
15	NF	55	90	35	1225
16	NFT	55	95	40	1600
17	NH	75	100	25	625
18	NK	40	90	50	2500
19	NR	50	95	45	2025
20	OKT	25	85	60	3600

21	RH	70	100	30	900
22	RHW	60	95	35	1225
23	RA	35	90	55	3025
24	RP	45	90	45	2025
25	SU	40	90	50	2500
Total Score				900	36106

$$SD = \sqrt{\frac{\sum D^2 - (1/n)(\sum D)^2}{\sum n - 1}}$$

$$SD = \sqrt{\frac{36106 - (1/25)(900)^2}{25 - 1}}$$

$$= \sqrt{\frac{36106 - (0.04)(810000)}{24}}$$

$$= \sqrt{\frac{36106 - 32400}{24}}$$

$$= \sqrt{\frac{3706}{24}}$$

$$= \sqrt{154.4}$$

$$= 12.42$$

The standard deviation is 12.42

After getting the standard deviation, the researcher continued calculating to get error standard by using formula as follows:

$$= \frac{12.42}{\sqrt{25}}$$

$$= \frac{12.42}{5}$$

$$= 2.48$$

Furthermore, the researcher analyzed the data in order to know the significant difference or testing hypothesis by using t-count formula. The computation is as follows:

$$\begin{aligned}
 \text{t-count} &= \frac{X_1 - X_2}{S_{\bar{D}}} \\
 &= \frac{55.8 - 91.6}{2.48} \\
 &= \frac{-35.8}{2.48} \\
 &= -14.43
 \end{aligned}$$

The researcher finds 19 for the degree of freedom and then checked across to where 25 intersects with the column labeled one – tailed 0.05. The t- value at the intersection is 1.708

$$\begin{aligned}
 d.f &= (n - 1) \\
 &= (25 - 1) \\
 &= 24 \\
 \alpha &= 0.05 \\
 \text{t-table} &= 1.708 \\
 \text{t-counted} &= 14.83
 \end{aligned}$$

DISCUSSION

In doing the research, the reseacher focused on two scopes. They were conversation and song, containing the expression of love and sadness as part of authentic materials. Then, the researcher needed to test the students to know their listening comprehension whether they can pass the passing grade (65) or not.

Tabel 3: Students' Percentage in Pre-test

Pre-test	Number of the Students	Error Rate	Passing Grade
Conversation	18/25	46.8%	65
Song	7/25	18.2%	65

By seeing the data percentage above, the researcher comes to several conclusions that only 18.2% or 7 students could pass the passing grade of song, 46.8% students could not pass the passing grade of conversation. It shows that the percentage of error in listening to the conversation is higher than in listening to the song. It means that the students' listening comprehension before treatment was very poor.

After knowing the students' score in the pre-test, the researcher gave the treatment to the students about six meetings. The experimental group was treated by using English songs and conversations in form of expression of sadness and love. The researcher provided different authentic materials to be discussed in every meeting. The researcher explained briefly about authentic materials, and explored the students' knowledge related to the topic. After giving authentic materials, the researcher asked the students about the materials in order to test their comprehension.

In order to know the students' improvement after the treatment, the researcher gave post-test to the students. The result of post-test is presented in the table below:

Tabel 4: Students' Percentage in Post-test

Post-test	Number of the Students	Error Rate	Passing Grade
Conversation	21/25	10.4%	65
Song	25/25	0%	65

The result of post-test above shows that, there is a significant progress between the result in the pre-test and the result in the post-test after they were given treatment by using authentic materials. It is showed by the number of students who can reach the passing grade or more than that. In conversation the error rate decreased from 46.8% in pre-test to 10.4% in post-test, and in song the error rate decreased from 18.2% in pre-test to 0%, which indicated that there was a progress in listening comprehension through authentic materials. It means that song has a great influence to improve listening comprehension as authentic materials.

After comparing the result in the pre-test and in the post-test, the researcher concludes that there is a significant progress in improving listening comprehension of the grade XI by

using authentic materials. It means that the authentic materials can be used in improving students' listening comprehension.

The research about authentic materials in improving students' listening comprehension had been conducted by many researcher previously, one of them was Ghaderpanahi (2012) who conducted the research in EFL students classrom of Al-Zahra University which entitled "Using authentic aural materials to develop listening comprehension in the EFL classroom." She basically focused on the effectiveness of this technique, especially how the students can solve their problems in listening activities by using this technique. The result of her research shows that using authentic aural materials could improve students' listening comprehension. By understanding the research above, the researcher tried to apply this technique in MAN Tolitoli. Yet it was different from the previous research, the researcher emphasized on the use of authentic materials. However, after applying authentic materials, the researcher found that there was a significant difference between the pre-test and the post-test. Therefore, the researcher concludes that authentic material is effective in improving students' listening comprehension.

CONCLUSION AND SUGGESTION

After applying the treatment and comparing the students result before and after the treatment, the researcher concludes that the mean score of post-test is greater than the mean score of pre-test. The t-counted value of 14.43 is higher than t-table value of 2.48. It means that there was a significant difference between the pre-test and the post-test. This shows that the use of authentic materials can improve students listening comprehension of the grade XI students of MAN Tolitoli.

Furthermore, the researcher provides some suggestions. Firstly, mastering vocabulary is a basic matter in learning foreign language. The teacher should ask the students to find the meaning of the word related to the topic before starting the lesson. The teacher should speak English more than Indonesian in classroom activity in order to make the students familiar to listen English words. Secondly, school should provide supporting devices in order to motivate the students in learning English, especially fasilities of language laboratory and finally for readers or next researchers, it is suggested to use authentic materials to improve listening skill.

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